School & District Improvement NCLB Requirements



* *School Improvement

States and districts must determine if each school and district (even those that do not receive Title I funds) make adequate yearly progress (AYP) in reading, mathematics, and other academic indicators determined by the State and approved by the U.S. Department of Education

Local Annual Review

Each Title I District (all in Iowa) must—

- Review annually the progress of <u>each</u> school to determine whether the school is making AYP.
- Publish and disseminate AYP results to parents, teachers, schools and the community.
- Identify <u>all</u> schools that have not made AYP.

Definitions for Determining AYP

Trajectory: The path of proposed growth from the starting point in 2002 to 100% proficiency in 2014.

Each point on the trajectory is the target for proficiency, or the <u>Annual Measurable</u> <u>Objective</u> (AMO). There are 12 of these.

Each point of increase on the trajectory is called an <u>Intermediate Goal</u> (IG). There are six of these.

Where Students Count

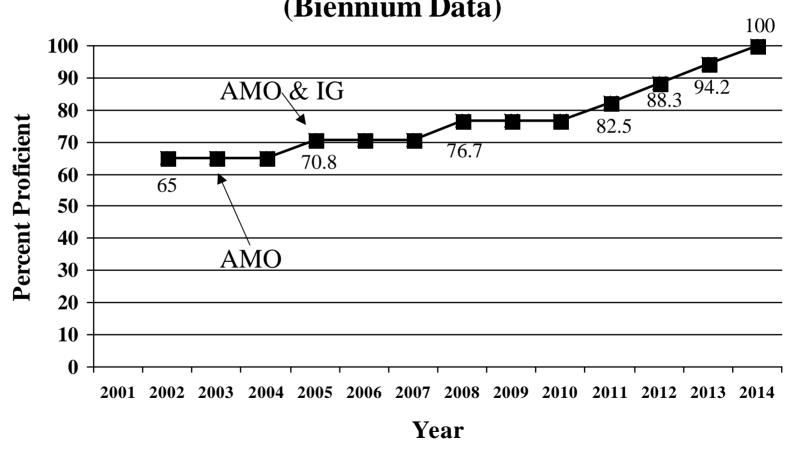
Generally,

- If you have them, you test them.
- If you sent them, you get them back.

Guidance on other specific situations involving public schools and other entities will be forthcoming.

Trajectory





Definitions

Starting Point: The state's percent proficient for students in grades 4, 8, and 11 for reading and mathematics determined by a formula required by NCLB. Using ITBS/ITED data for the 2000-01 and 2001-02 biennium period, the state's starting points are:

Grade Levels	Reading	Mathematics
(3-5) (6-9) (10-12)	65	64
(6-9)	61	63
(10-12)	69	69



Each year a group of students achieves the target (or AMO) on the trajectory, the group is said to have made <u>Adequate Yearly Progress</u> (AYP).

A group is also required to meet a 95% participation rate to make AYP.

AYP also requires a district to achieve or make progress toward the Other Academic Indicator:

Elem. & Mid.: Avg. Daily Attendance (95.8%)

High: Graduation Rate (95% by 2014)

Definitions

AYP is examined for:

Reading and Mathematics Proficiency (AMOs)

Participation Rate (95%)

Grades, 4, 8, and 11

For the following groups:

All Students

Five Major Racial/Ethnic Categories

Students with IEPs

English Language Learners

SES Category

Definitions

This combination of categories produces 36 ways that a school must meet criteria.

Reading & Math Participation Rate & Proficiency Nine groupings of students

PLUS – the Other Academic Indicator (currently at district level) (future: at school level)



N-size is the number of students that must be in a group to count for the AYP decision.

For <u>Participation Rate</u> to count, there must be at least 40 students in a group (average for two years).

For <u>Proficiency</u> to count, there must be at least 30 students in a group (average for two years).

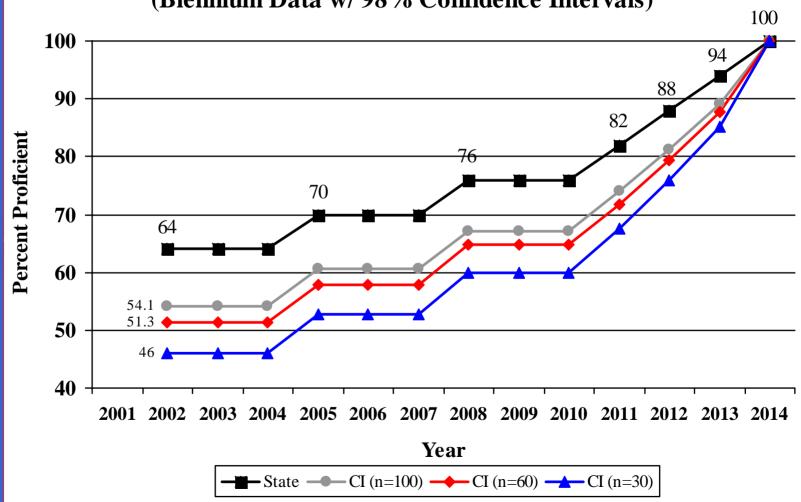
★ ★ ★ Definitions

If all groups of students are below the minimum N-size to count, the number of students in the <u>All</u> <u>Students</u> group for the <u>Proficiency</u> category is used to determine AYP.

Confidence Band

- A 98% confidence interval (or band) is used to determine the extent to which a school's or district's student achievement scores differ significantly from the state's scores. A confidence band provides a "buffer" area that helps determine if the actual scores are within an area that one has confidence would occur again on a different day under similar circumstances. The larger the group of students tested, the smaller the confidence band becomes.
- When a school's or district's scores do not make the AMO, a confidence interval will be applied. If scores fall within the confidence band, the school or district makes the AMO.

Math Grade 4 Trajectory
(Biennium Data w/ 98% Confidence Intervals)



Safe Harbor

When a school or district has not achieved AMO and is still outside the confidence interval, safe harbor provisions will be applied. Safe harbor means that a school or district has reduced the percent of students in the low proficient level by 10%. If this has been achieved and the school or district has achieved the other academic indicators for graduation rate or attendance rate, the school or district makes AYP.

Safe Harbor Examples

If you have	30 Students	60 Students	100 Students
And there are	30 %	40 %	50 %
	Proficient	Proficient	Proficient
Then there are	70 % Non-	60 % Non-	50 % Non-
	Proficient	Proficient	Proficient
You need to reduce the % Non-Proficient by 10 %	7 %	6 %	5 %
	Reduction	Reduction	Reduction
So you need to reduce the % Non-Proficient to	63 %	54 %	45 %
Or increase your % Proficient to	37 %	46 %	55 %

AND meet or exceed the state's other academic indicator: Graduation Rate or Average Daily Attendance.

Identification Decision Process

At or Above State's Trajectory (Chapter 12) Below
State's Trajectory
(NCLB)

OK

All Grades/Groups/Content At or Above LEA AIG

OK

All Grades/Groups/Content If Within Confidence Band or Safe Harbor

Corrective Action Plan

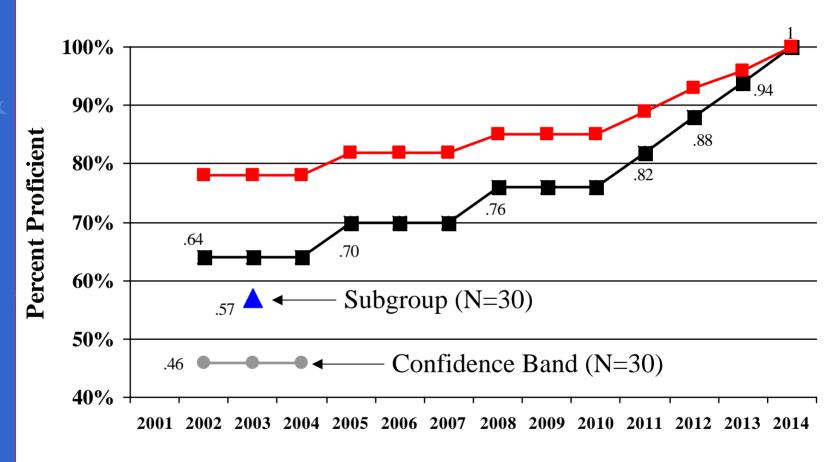
Any Grade/Groups/Content If Below LEA AIG (State)

Identified for that

Year

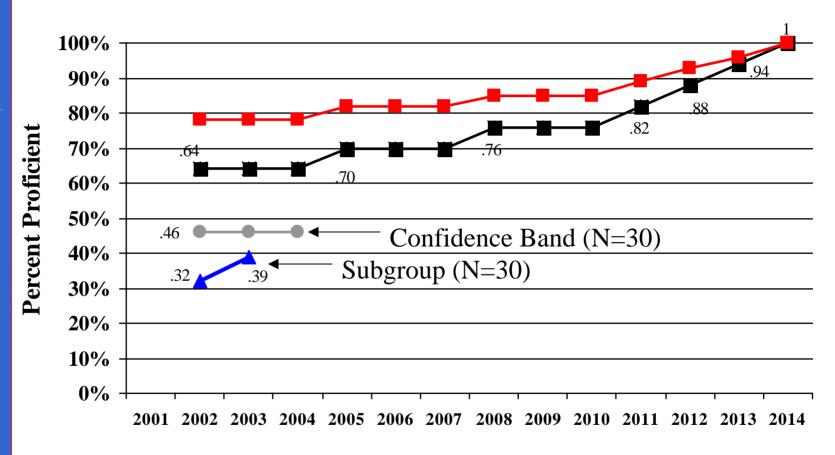
Any Grade/Groups/Content
If Outside Confidence Band and
Did Not Meet Safe Harbor
(Federal)

School A: 78% Proficient At or Above Trajectory (All Students)



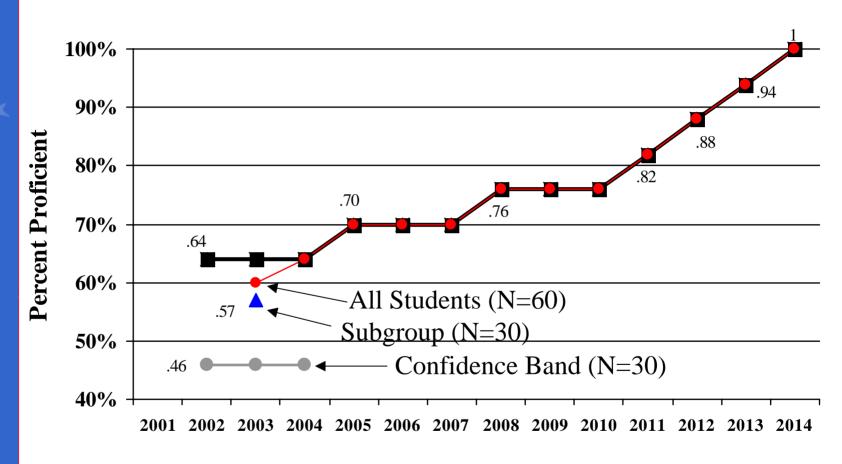
School A meets AYP because the subgroup, while below the state's target, still fell within the confidence band.

School B: 78% Proficient At or Above Trajectory (All Students)



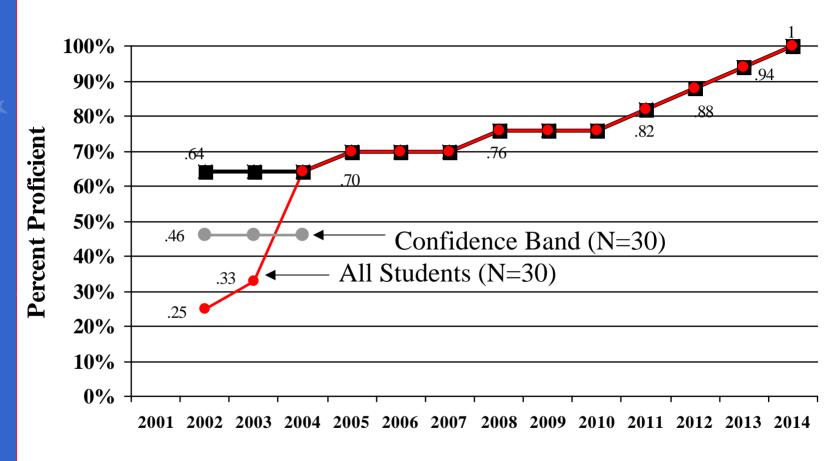
School B meets AYP because the subgroup, while outside the confidence band, met safe harbor by reducing percent of non-proficient students by more than 10 percentage points.

School C: 60% Proficient At or Above Trajectory (All Students)



School C meets AYP because the All Students group and the Subgroup, while below the state's target, still fell within the confidence band.

School D: 33% Proficient At or Above Trajectory (All Students)



School D meets AYP because the All Students group fell outside the confidence band, but met safe harbor.

★ Using Trajectories for Annual Improvement Goals

Generally,

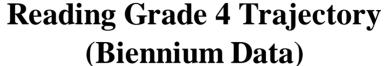
- Below the state's target: The state's target is your AYP goal. May also double as your Annual Improvement Goal (AIG).
- Above the state's target: Your own trajectory is your baseline. Goals should be set to improve each year.

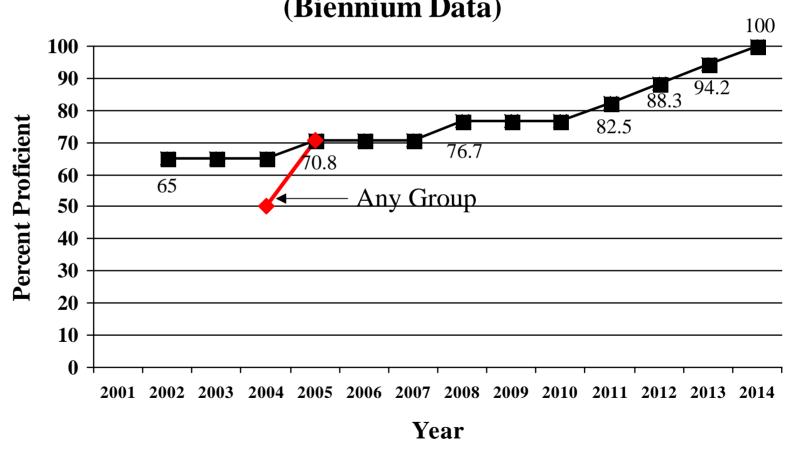
** Trajectory Calculations

Trajecto	ry Calcu	lations										
Percent	Proficie	nt										
01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
95	95	95	95.8	95.8	95.8	96.7	96.7	96.7	97.5	98.3	99.2	100
94	94	94	95.0	95.0	95.0	96.0	96.0	96.0	97.0	98.0	99.0	100
93	93	93	94.2	94.2	94.2	95.3	95.3	95.3	96.5	97.7	98.8	100
92	92	92	93.3	93.3	93.3	94.7	94.7	94.7	96.0	97.3	98.7	100
91	91	91	92.5	92.5	92.5	94.0	94.0	94.0	95.5	97.0	98.5	100
90	90	90	91.7	91.7	91.7	93.3	93.3	93.3	95.0	96.7	98.3	100
89	89	89	90.8	90.8	90.8	92.7	92.7	92.7	94.5	96.3	98.2	100
88	88	88	90.0	90.0	90.0	92.0	92.0	92.0	94.0	96.0	98.0	100
87	87	87	89.2	89.2	89.2	91.3	91.3	91.3	93.5	95.7	97.8	100
86	86	86	88.3	88.3	88.3	90.7	90.7	90.7	93.0	95.3	97.7	100
85	85	85	87.5	87.5	87.5	90.0	90.0	90.0	92.5	95.0	97.5	100
84	84	84	86.7	86.7	86.7	89.3	89.3	89.3	92.0	94.7	97.3	100
83	83	83	85.8	85.8	85.8	88.7	88.7	88.7	91.5	94.3	97.2	100
82	82	82	85.0	85.0	85.0	88.0	88.0	88.0	91.0	94.0	97.0	100
81	81	81	84.2	84.2	84.2	87.3	87.3	87.3	90.5	93.7	96.8	100
80	80	80	83.3	83.3	83.3	86.7	86.7	86.7	90.0	93.3	96.7	100

• If you are below the state's trajectory for the All Students group or any subgroup, those groups below the state's trajectory could be considerations for your AIG.

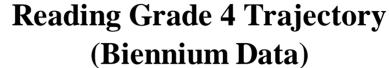
Trajectories for Goals

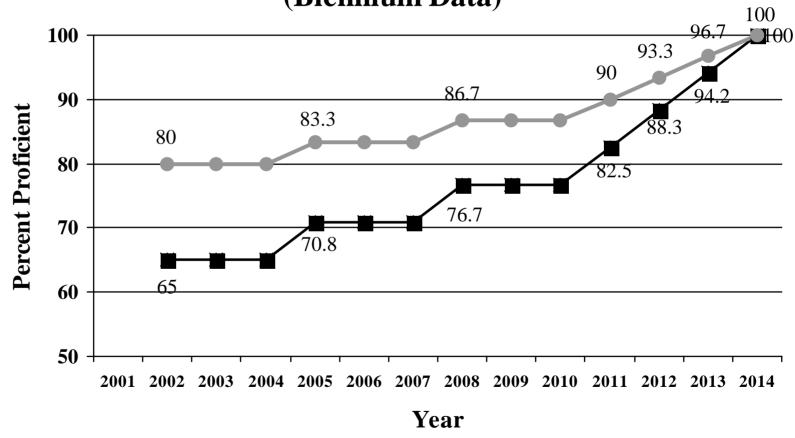




• If you are above the state's trajectory for the All Students group, you may use your own district's trajectory for Chapter 12.

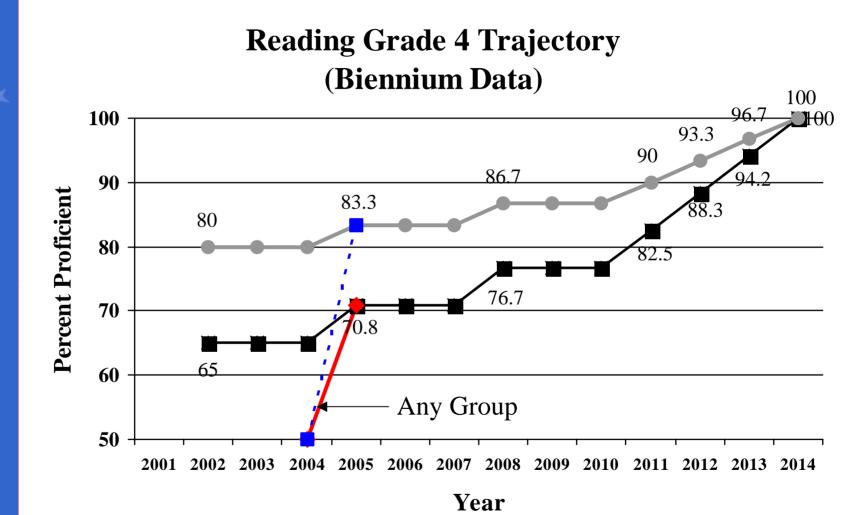
Trajectories





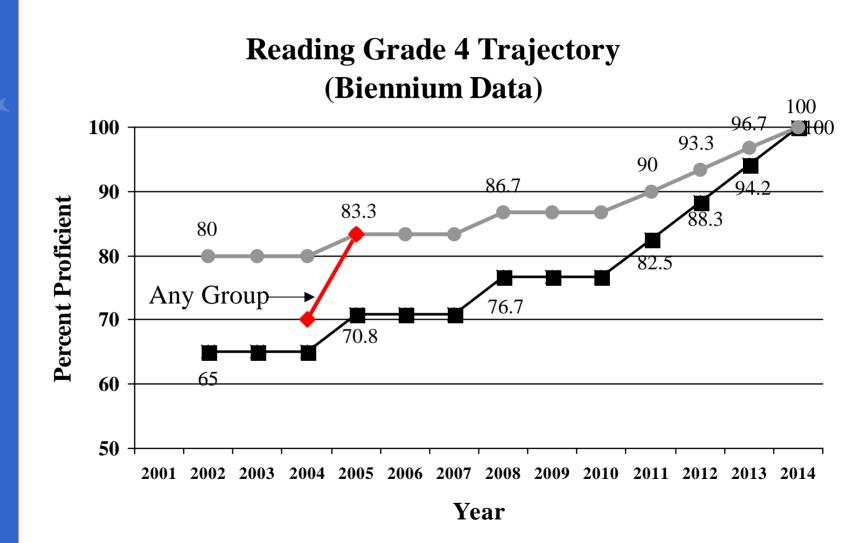
 If any subgroup is below the state's trajectory, those groups could be considerations for your AIG.

Trajectories for Goals



 If any subgroup is above the state's trajectory, but below the district's trajectory, those groups could be considerations for your AIGs.

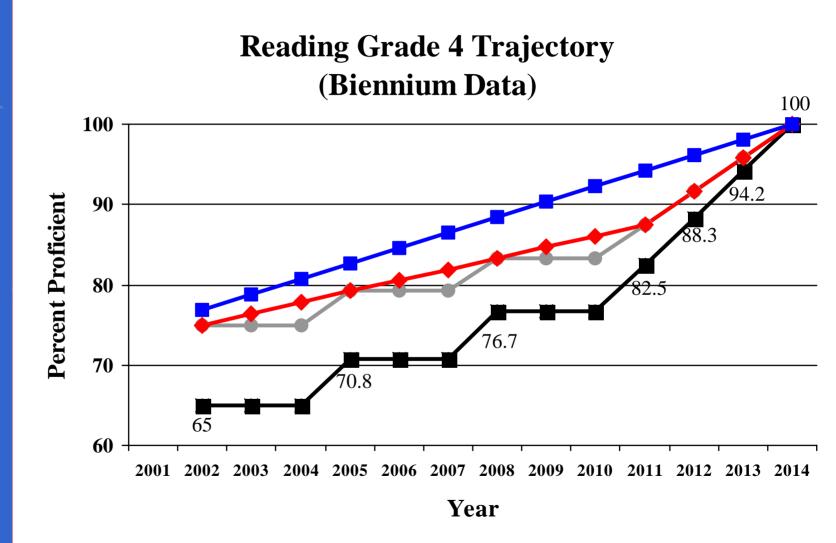
Trajectories for Goals



• If you are above the state's trajectory, and all groups are at or above the district's trajectory, you will have more flexibility in how you determine your AIGs for Chapter 12.

- For 2005-06, the number of students will be collapsed across grades 3-8 in Reading and Mathematics.
- This will result in more subgroups of students being used for the AYP decisions for participation and proficiency, and attendance.

Trajectories for Goals



General Guidelines

- The alternate assessment is intended for students with the most severe cognitive disabilities.
- Use the Department's guidance to decide if students meet the criteria for participation in the alternate assessment.

- The 1% cap is <u>NOT</u> a participation guideline.
- Participation in the alternate assessment is determined by the IEP team.

*****Alternate Assessment 1% Cap on Proficiency

- The 1% cap refers to the percent of students (of all tested grades combined) taking the alternate assessment that may be able to be counted as proficient for AYP purposes.
- The 1% cap <u>DOES NOT</u> apply to school-level AYP decisions.

*****Alternate Assessment 1% Cap on Proficiency

- Districts need to be able to substantiate each student's participation in the alternate assessment.
- Department staff will monitor student participation in the alternate assessment to determine if districts are "abusing" this flexibility. If so, the state will enforce the 1% cap on a case-by-case basis.

******Alternate Assessment 1% Cap on Proficiency

Example: Mathematics

District A has 3 buildings:

Elementary: Grade 4 = 100 students

4 in alternate assessment

Middle: Grade 8 = 100 students

4 in alternate assessment

High: Grade 11 = 100 students

4 in alternate assessment

District A has 300 total students in the grades tested. 1% = 3 students. However, 4% (12 students) participated in the alternate assessment.

Let's say that all 12 of the students are proficient.

Based on the 1% cap, only three students can be counted as proficient for AYP purposes.



That means that nine students, while counted as proficient in their respective schools, cannot be counted as proficient at the district level.

Districts may request an exception to the 1% cap. If the Department requests, the district must be able to substantiate the appropriate placement of these 12 students in the alternate assessment.

If the exception is granted, District A may count all 12 students as proficient for AYP purposes. This applies to all appropriate categories that apply to the student (i.e., race, SES, all students, as well as IEP and ELL) as appropriate.

Recent federal communication has provided additional flexibility for English language learners during their FIRST YEAR (only) of enrollment in U.S. schools.

States are required to amend their accountability plans to be able to use this flexibility.

Provisions:

ELL, during their first year of enrollment:

- MUST take an English proficiency assessment.
- MAY (but are not required to) participate in the ITBS/ITED reading assessment.
- MUST take the ITBS/ITED math assessment.

For Reading:

- The English proficiency assessment can count toward participation for AYP (combine with ITBS participation rates for web entry).
- If they take ITBS/ITED reading, these students are not required to be counted for the Proficiency portion of AYP.

For Mathematics:

- Students must take the ITBS/ITED math test(s). This counts as their participation for math.
- If they take ITBS/ITED math, these students are not required to be counted for the proficiency portion of AYP.

For these First Year ELL students:

- A District MAY, but is not required to, include student ITBS/ITED results for the reading proficiency part of AYP.
- A District must apply their decision uniformly. If they include ITBS/ITED results for one student, they must do so for all students. If they exclude ITBS/ITED results for one ELL student, they must do so for all ELL students.

For AYP for the ELL subgroup:

• We will be amending our plan to monitor ELL for two additional years after exiting a program, thereby allowing an ELL who is proficient in English to be counted with the ELL subgroup for AYP purposes.

This new flexibility is retroactive for the 2003-04 school year. While nothing can be done about the 2002-03 data, the federal guidelines will impact how some students are counted for AYP purposes.

Stay tuned for further Department guidance regarding how to count and include ELL for the AYP web entry process.

School Improvement Timeline

Title I Funded Schools

- Miss AYP watch year status
- Miss AYP school improvement yr 1
 (public school choice within district)
- Miss AYP school improvement yr 2
 (public school choice within district + supplemental educational services)
- Miss AYP corrective action
- Miss AYP restructure (planning year)
- Miss AYP restructure (implement plan)

***School Improvement: Year 1

- Each Title I DISTRICT must identify for school improvement any school that fails to make AYP for two consecutive years.
- Identification must take place before the beginning of the school year following the failure to make AYP.
- Within three months, an identified Title I school must develop a school action plan, in consultation with parents, school staff, district, and outside experts.

The Title I school plan must...

- Cover a two-year period, but funded a year at a time.
- Incorporate strategies based on <u>scientifically based research</u> to address specific areas (reading & mathematics) that caused the failure.
- Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of raising student achievement to meet the state proficient level.

The Title I school plan must also...

- Assure that the school will spend not less than 10% of its Title I funds on professional development annually.
- Provide effective parent involvement.
 - Incorporate, as appropriate, extended-time activities.

The Title I school plan must also...

- Be implemented not later than the beginning of the next full school year following identification for improvement.
- DISTRICTS must ensure that the school receives technical assistance.
- DISTRICTS must provide all students in the school the option to transfer to another public school not identified for improvement. Priority must be given to the lowest achieving, low-income students.

School Improvement: Year 2

- If a Title I school fails to make AYP by the end of the first full year after identification, the DISTRICT must—
 - Continue to provide technical assistance.
 - Continue to make public school choice available.
 - Make supplemental educational services available.

** Limited Exceptions for all Improvement Actions

- The district may delay, for no more than one year, implementation of supplemental services if the Title I school makes AYP for one year or if failure is due to exceptional or uncontrollable circumstances, such as—.
 - Natural disaster.
 - Precipitous and <u>unforeseen</u> decline in the financial resources of the LEA or school.

*Corrective Action

- If a Title I school fails to make AYP by the end of the second full school year after identification, the DISTRICT must—
 - Continue to make public school choice available.
 - > Continue to make supplemental services available.
 - > Continue technical assistance.
 - ➤ Identify the school for corrective action and take at least one of the following actions:



Possible Corrective Actions

- Replace staff in the Title I school relevant to the failure.
- Institute and implement a new curriculum.
- Significantly decrease management authority in the school.
- Appoint outside experts to advise the school.
- Extend school year or school day.
- Restructure internal organization of the school.

Restructuring

If a Title I school fails to make AYP after one full year of corrective action, the district must—

- ➤ Continue to make public school choice available.
- ➤ Continue to make supplemental services available.
- ➤ Prepare a plan to restructure the school.

Restructuring, continued

- By the beginning of the next school year, the DISTRICT must implement one of the following alternative governance arrangements, consistent with state law:
 - > Reopen school as a public charter school.
 - ➤ Replace all or most of school staff, including the principal.
 - ➤ Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school.
 - ➤ State takeover (contrary to lowa law; therefore, not an option in lowa).
 - ➤ Any other major restructuring of the school's governance arrangement.

Exiting School Improvement

If a school identified for improvement, corrective action, or restructuring makes AYP for two consecutive years within the same content area or other academic indicator, the school is no longer subject to improvement.

Delay Status for **Schools and Districts**

School Year	School Makes AYP (Y/N) in content
By the end of 2003-04	area No
	Beginning of 2004-05 Watch Year
By the end of 2004-05	No
	Beginning of 2005-06 School in Need of Assistance Choice
By the end of 2005-06	Yes
	Beginning of 2006-07 School in Need of Assistance Choice Delay Status
By the end of 2006-07	Yes
	Beginning of 2007-08 No longer identified

Title I School Districts in Need of Assistance

Not later than three months after identification, the Title I district must develop or revise a plan of action in consultation with parents, school staff, and others.

Plan shall:

1. Incorporate scientifically based research strategies that strengthen the core academic program.

Title I School Districts in Need of Assistance

- 2. Identify actions that have the greatest likelihood of improving academic achievement.
- 3. Address professional development needs of the instructional staff by reserving 10% of the district's Title I allocation.
- 4. Include the state AYP targets for each of the required grades and content areas.

Title I School Districts in Need of Assistance

- 5. Address the fundamental teaching and learning needs in the schools.
- Incorporate, as appropriate, activities before school, during the summer, and during an extension of the school year.
- 7. Describe the role of the state educational agency.
- 8. Include activities to promote effective parent involvement.

District Corrective Action

Corrective Actions must be applied to Title I districts that have consistently not met AYP targets for four consecutive years (three years in need of assistance) in the same content area. At this time the SEA must: (1) continue to ensure that the district is provided with technical assistance; and (2) take at least one of the following corrective actions, as consistent with state law:



District Corrective Action

- Defer federal programmatic funds or reduce administrative funds;
- Institute and fully implement a new curriculum based on local content and academic standards;
- Remove individual schools from the jurisdiction of the district (contrary to lowa law; therefore not an option in lowa);

District Corrective Action

- Replace district personnel who are relevant to the inability of the district to make adequate progress;
- 5. Appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and school board; and/or
- 6. Abolish or restructure the district.

Note: Chapter 12 rules dictate that the State Board of Education may only take action to remove accreditation if appropriate actions have not been taken by a district. (This applies to items 4, 5, and 6).

REAP Title I Districts

Title I districts that do not make AYP goals may only continue in the REAP program if they use all of the "applicable funding" to carryout Title I school improvement requirements.



SEA Responsibilities

Make technical assistance available, such as through school support teams, to schools identified for school improvement, corrective action and restructuring.

Take corrective action as the SEA determines appropriate if a district fails to carry out its responsibilities.

Ensure assessment results are provided to a district before the beginning of the next school year and before identification of schools may take place.

** SEA Responsibilities

Notify the secretary of major factors that significantly affected student achievement in districts and schools identified for improvement.

Identify districts for improvement and corrective action.

School Support Team

Each state shall establish a statewide system of intensive and sustained support and improvement for districts and schools receiving <u>Title I funds.</u>



Focus on the right things...

- > High expectations
- > Curriculum based on quality standards
- Sound educational environments for all students
- > Research-based practices
- > Use of student achievement data
- > Quality staff development
- > Rich and deep local assessments
- Instructional leadership to support teaching and learning
- Using accountability to improve and encourage